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Faculty Notes - John Carroll University

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10-2010

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John Carroll University

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#### Campus Mail

Ruth Connell  
Head, Coll Mgt & Systems Adm  
Director of Library (P)

## FACULTY NOTES

October 2010 Vol. 3, Issue 3

### WELCOME

Welcome to the first issue of Faculty Notes for the 2010-2011 academic year.

In this issue, we introduce you to the faculty members who have joined us this fall. And we honor faculty accomplishments in the areas of teaching, research and service by listing individual faculty activities as well as by sharing the remarks made by Julia Karolle-Berg, the 2010 recipient of the Culicchia Award for Teaching Excellence.

Faculty Notes is published twice each semester by the Office of the Academic Vice President. We are pleased to share this showcase of faculty engagement and initiative. Look for the next edition in December.

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## Never stop learning

**Julia Karolle-Berg expresses her thoughts about teaching after accepting the Culicchia Award**



Jeanne Colleran (right) presents the award to Karolle-Berg.

*The Lucrezia Culicchia Award for Teaching Excellence is given to a member of the faculty in the College of Arts and Sciences who has made a distinct difference in the teaching climate of the College in such areas as model classroom teaching, campus leadership about teaching issues, pioneering teaching methodology, and creative course development. The award, which has been given annually since 1990, is named in honor of Lucrezia Culicchia, a former teacher and the mother of alumnus Anthony N. Culicchia ('64) whose generosity makes the award possible.*

*Traditionally, the winner is notified each spring via a classroom visit by the Dean of the College of Arts and Sciences and the Associate Dean of Academic Affairs for the College. Beth Martin, Interim Dean of the College in 2009-2010, and Peter Kvidera, Associate Dean, surprised Julia Karolle-Berg, Associate Professor of German, by visiting her class this past April to let her know she'd been selected.*

*The award is presented each fall at the annual meeting of the faculty of the College of Arts and Sciences. The previous year's winner has the honor of introducing the new recipient, who is invited to share reflections about teaching effectiveness with his or her colleagues. Maryclaire Moroney, Associate Professor of English and the 2009 Culicchia winner, introduced Julia. Jeanne Colleran, Dean of the College of Arts and Sciences, also provided a welcome. The following are Julia's remarks to her colleagues.*

Thank you Jeanne and Maryclaire for your kind introductions and Fr. Schubeck for his inspiring invocation. I would also like to thank the other members of the Culicchia Award committee for their efforts and the colleagues and students who took the time to write letters of support. I also must mention how touched I've been by the efforts of the colleague – she knows who she is – who prepared and submitted the nomination without me knowing. I can not

— continued on page 2



## Never stop learning — continued from page 1

tell you what a surprise it was when Beth and Peter appeared suddenly in my classroom in April. Since then, it has been an honor and delight to receive my colleagues' generous words of congratulations.

I now can see the wisdom of announcing the winner of the Culicchia Award in April, though the formal acceptance does not take place until the following fall. In her letter to me in the spring, Beth indicated I would be asked to share a few thoughts about teaching when I received the award. If, in the excitement of the moment last April, I actually had committed those thoughts to paper, they would have resembled John Galt's manifesto in Ayn Rand's "Atlas Shrugged." But with the semester ending and other things requiring my energy, I didn't commit them to paper in April, or May, or June ...

I ran into Jim Krukones in July, and he asked – with what I detected as a bit of Schadenfreude in his voice – "So, Julia, have you written your speech yet?" I had to confess to Jim my John Galt manifesto rapidly was becoming an Alfred Hitchcock Oscar acceptance speech. Without missing a beat, Jim responded, "Oh, you mean from 1968." For those unfamiliar with Hitchcock's monument to rhetorical brevity, the full text amounted to, "Thank you very much, indeed."

Inspired by Hitchcock, my manifesto about why I teach what I teach in five words or fewer is *man lernt nie aus*, which translates to "you never stop learning." It deserves a closer look. The verb *auslernen* is formed by adding "aus" – a prefix that can mean out, off, or over to "lernen" – to learn. When the verb is conjugated, the prefix moves to the end of the sentence. *Man lernt nie aus*. In its structure, *auslernen* resembles *austrinken* – to drink something, to empty a vessel completely. This image is appealing because it suggests learning is something we consume, process, and incorporate into our identities. Moreover, the expression suggests the well can't ever be emptied entirely because it replenishes itself endlessly; and we'll never be able to empty it physically or intellectually. *Man lernt nie aus*.

First, I would like to relate this phrase to why I teach. I safely can assume almost every one of us is here because we were inspired by at least one, if not many, wonderful teacher-

mentors. I'm the product of many mentors, but would argue a quality consistent among all of them was their ongoing commitment to, and delight in, learning. They were open to change and growth; they were evolving continuously in their careers; they learned with and from their students. This was the disposition I perceived in them and one I wanted to cultivate in myself. In German, *lernen* and *lehren* – the words for "learning" and "teaching," respectively – can be traced back to the same root "\*lei-," which means "to cling" or "to stick." Teaching is a causative formed off of learning. As the etymology reveals, teaching and learning are related enterprises. Teaching causes learning, including, I'd argue, in oneself. *Man lernt nie aus*.



Now to the question of why I teach what I teach. I have been learning German for 25 years and teaching it for 16. But I do not teach what I teach because I simply can not get enough of the dative case and Goethe. German has become my portal to the study of the most complex, dynamic, and powerful invention of mankind – language. Much of what we do with our native language we don't understand. One way we understand is by studying other languages.

To offer a few examples – and I'll give you an easy one first – do you know why we tend to speak in the third person with babies and small children ("Is baby hungry?" "Mommy loves baby.")? What about the rules for forming the simple past tense in English (I jumped. I swam. I brought.)? Why do we say "jumped" but "swam"? And why are people so insistent about "brought", when it seems "brang" would do just fine? How about this one: How old is the word "fart"? What would you guess? As it happens, it can be traced back to Middle English, Old English, even back to Germanic, our shared ancestor with German, Dutch, and Swedish. The word already was present in the language, meaning what it means today, about 100 B.C.

I teach language because it is a well that can never be emptied. I hope to convey some of that depth to my students, to help them gain insight into the nature of all languages – including their own – and to lead them to the empowerment that comes with acquiring a new language. *Man lernt nie aus*.

I have told you why I teach what I teach, now I would like to close with a story that illustrates the importance, in



general, of remembering that we are still always learners as we are teachers. A few years ago, I participated in a workshop through the Goethe Institut in Germany. The topic was "Intercultural Communication in Business German," and the instructors favored a learning-by-doing approach, including role-playing, simulations, site visits, etc. In a group of 20 teachers from throughout the world, I was the only American. One of the assignments during the workshop was a group exercise in which we interviewed a figure involved in commerce in Germany, and then reported our findings in plenum. My group was comprised of three other women – one each from Russia, Brazil, and Japan. After interviewing a representative from the Ministry of Labor, we were given several hours to prepare our presentation.

That experience marked one of the most disastrous examples of group work I've known in my professional career. We, veteran teachers and learners, all motivated to learn something new in a common field of interest, could not work together. We could not even reach consensus on how to proceed, let alone the content or form the presentation should take. As communication derailed in my group, I first felt stressed out. Ach, our presentation would be incoherent, disjointed, the worst of all the presentations. Then I felt angry. Why were we wasting our time on an activity like this? What did this stupid group work assignment have to do with intercultural communication? Oh, right.

Later, when I reflected on my disastrous group work experience, I realized some of the frustrating aspects about teaching were common characteristics of learning in general. I'm sure we've all experienced moments like this, where we teach as well we can, but the students don't seem to learn. This disconnect caused me to think about what distinguishes successful learners from less successful ones. Though certainly not an exhaustive list, I've arrived at a few qualities that characterize successful learners. They:

- Are open to viewpoints and teaching approaches unfamiliar to them.
- Adapt well to working in unfamiliar situations with unfamiliar people.
- Understand the learning process is not quick and easy; they're willing to devote time to the process and don't become frustrated when setbacks occur.

Bearing these dispositions in mind, I would like to return to my workshop experience. As I learned later, the collaborative train wreck that occurred in my group was representative of what happened in the other ones. In one group, members were so much at odds with each other one member left the room in tears. We were guilty of behaving like bad learners. I failed to do all the things I desire in my students.

We forgot how to be successful learners. I might even go so far as to say we didn't want to be put in the position of being learners again. Maybe we just wanted our sage instructors to tell us how to teach intercultural communication, and we'd go home again. Learning can be slow, difficult, and painful.

Our group presentation was a disaster. But what I learned from our failure is I still have much to learn about learning. I learned that if I remind myself what it takes to be a successful learner, I might be more:

- Willing to engage in collaborative work with people I don't know.
- Tolerant of others' viewpoints and teaching approaches.
- Patient when I try to learn something new when it's slow and difficult.

Who knows? I might even become more understanding of my students when they – who are not veteran learners and may not be motivated to learn something new in a common field of interest – struggle with the dative or Goethe. As they say in German, *man lernt nie aus*.

It's a privilege to receive the Lucrezia Culicchia Award for Teaching Excellence. Thank you very much, indeed.



Karolle-Berg with husband Matthew Berg, professor of history



# NOTES

*Listed here are self-reported faculty accomplishments in research, teaching and scholarly achievement along with other professional activities.*

## OFFICE OF THE ACADEMIC VICE PRESIDENT

**Nicholas R. Santilli** was the keynote speaker at the inaugural Eastern Conversations held at St. Joseph's University, in Philadelphia. Eastern Conversations is a program convening representatives from the East Coast Jesuit institutions in the areas of mission and identity related to programming for faculty formation and development. Dr. Santilli delivered a paper titled "In search of the millennial generation: Can one size fit all?"

In July, Nick attended SCUP-45: Integrated Leadership for a New Reality, the International Conference for the Society for College and University Planning in Minneapolis. He served as a convener for two conference sessions: Academic Planning for Baccalaureate & Master's Institutions and Tools to Assess the Marketability of Your Academic Programs.

## ACCOUNTANCY

**Robert Bloom** and **Patti R. Weiss** published "Improving the profession: continuing search of fresh ideas" in *The CPA Journal* (April 2010, pp. 3-7).

Prof. Bloom published "Inventory accounting and income taxation" in *Taxes - The Tax Magazine* (May 2010, pp. 77-82).

**Albert L. Nagy** published "Section 404 compliance and financial reporting quality" in *Accounting Horizons* (24.3, 2010, pp. 1-14).

**Gerald P. Weinstein** and **Nicholas A. Yacobozzi** published "New GAAP for multiple deliverables" in the *Journal of Accountancy* (June 2010, pp. 30-35).

## BIOLOGY

**Rebecca Drenovsky** and **Jeremy J. James** published "Designing invasion-resistant plant communities: the role of plant functional traits" in *Rangelands* (February 2010, pp. 32-37).

Prof. Drenovsky, **Jeremy J. James**, and **James Richards** published "Variation in nutrient resorption by desert shrubs" in

the *Journal of Arid Environments* (74, 2010, pp. 1,564-1,568).

Prof. Drenovsky, **Jean J. Pan**, **Brittany Widner**, and **Deborah Ammerman** published "Plant community and tissue chemistry responses to fertilizer and litter nutrient manipulations in a temperate grassland" in *Plant Ecology* (206, 2010, pp. 276-294).

Prof. Drenovsky, **Kerri L. Steenwerth**, **Loise E. Jackson**, and **Kate M. Scow** published "Land use and climatic factors structure regional patterns in soil microbial communities" in *Global Ecology and Biogeography* (19, 2010, pp. 27-39).

In August 2010, Prof. Drenovsky was voted in as chair of the Ecological Section at the Annual Botanical Society of America meeting. In June 2010, she was voted on the board of trustees for the Audubon Society of Greater Cleveland.

## CENTER FOR SERVICE AND SOCIAL ACTION

**Rich Clark** (Sociology and Criminology) led a service immersion trip to El Salvador, and **Jeanne Somers** (Grasselli Library) led a service immersion trip to Ecuador in May 2010.

## CHEMISTRY

**Paul R. Challen** and **Man Lung Kwan**, with eight JCU students, attended the 41st Central Regional Meeting of the American Chemical Society in Dayton, Ohio, this past June. They presented the poster "Synthesis and structural characterization of terphenyl scaffolded S-C-S palladium pincer complexes and studies of their catalytic activity in the Suzuki Coupling reaction."

**David Mascotti** and **Mark Waner** published "Complementary spectroscopic assays for investigating protein-ligand binding activity: a project for the advanced chemistry laboratory" in the *Journal of Chemical Education* (2010, 87 [7], pp. 735-738).



**Michael A. Nichols** and **Mark Waner** published "Kinetic and mechanistic studies of the deuterium exchange in classical keto-enol tautomeric equilibrium reactions" in the *Journal of Chemical Education* (87.9, 2010, p. 952-955).

**Mark Waner** published "Particulate pictures and kinetic-molecular theory concepts: seizing an opportunity" in the *Journal of Chemical Education* (87.9, 2010, p. 924-927).

## CLASSICAL AND MODERN LANGUAGES AND CULTURES

**Santa Casciani** and **Luigi Ferri** presented a paper titled "Italian pop culture: changes in television advertising" at the EDULEARN10 (International Conference of Education, Research and Innovation) Conference in Barcelona, Spain, July 5-7, 2010.

**Julia Karolle-Berg** participated in a workshop titled "Institutionalizing Integrative Learning: Faculty Development, Course Development and Assessment" at Roanoke College in June.

## TIM RUSSERT DEPARTMENT OF COMMUNICATIONS AND THEATRE ARTS

**Margaret O. Finucane** and **Cary W. Horvath** published "Women's shared viewing of the bachelor: generational motives and perceptions" in *Fix Me Up: Essays on Television Dating and Makeover Shows* (North Caroline, 2010, pp. 43-55).

**Jackie Schmidt** conducted a workshop for the Center for Principled Family Advocacy of the Cuyahoga Bar Association about building trust in difficult situations June 18.

Prof. Schmidt, **Jack Soper**, and **Judy Brenneke** presented a workshop titled "What Do We Mean by Interdisciplinary or Cross-cultural Entrepreneurship?" June 25 at the International Council of Small Business in Cincinnati.

## EDUCATION AND ALLIED STUDIES

**Paula J. Britton**, **Claudia J. Sadler-Gerhardt**, **Cynthia A. Reynolds**, and **Sharon D. Kruse** published "Women breast cancer survivors: stories of change and meaning" in the *Journal of Mental Health Counseling* (32.2, 2010, pp. 265-282).

**Kathleen A. Roskos**, **James F. Christie**, **Sarah Widman**, and **Allison Holding** published "Three decades in: priming for meta-analysis in play-literacy research" in the *Journal of Early Childhood Literacy* (10.1, 2010, pp. 55-96).

## ENGLISH

Radio host **Garrison Keillor** featured three of **Dr. George Bilgere's** poems on his National Public Radio program, "The Writer's Almanac" - "The Ineffable" (Jan. 25), "Grecian Temples" (Feb. 3), and "iPoem" (April 26).

Prof. Bilgere received the Lantern Award for his poetry collection, "The White Museum," Sept. 11. The collection was chosen by judge **Alicia Ostriker** for the 2010 Autumn House Press Series. He also published:

- "Graduates of Western Military Academy" in *Pushcart Prize XXXIV: Best of the Small Presses* (Ed. Bill, New York: Pushcart Press, 2010, pp. 434-435).
- "What I Want" in *Seriously Funny* (Athens, Ga., 2010, pp. 124-127).
- "Bridal Shower" in the *New Ohio Review* (7, 2010, pp. 100-101).
- "Galileo" in *River Styx* (March 2010, p. 36).
- "Snow" in the *Southwest Review* (94.4, 2010, p. 517).
- "Zero" on [www.versedaily.org/2010/zero.shtml](http://www.versedaily.org/2010/zero.shtml) (Feb. 27, 2010).

**Jeanne Colleran** published "Displacement, violence and mourning in the suit" in *Safundi: The Journal of South African and American Studies* (2010).

## CALENDAR OF EVENTS

### Monday, Oct. 18

Grael Faculty Fellowship applications due

### Friday, Oct. 22

**Junior Faculty Lunch Series**  
**Academic Advising and the Core Curriculum**

*Facilitated by Gwen Compton-Engle, Director of the University Core Curriculum, and Mindy Peden, Associate Dean for Student Services and Academic Advising*

### Friday, Nov. 5

**Junior Faculty Lunch Series**  
**Career Services**

*Facilitated by Hilary Flanagan, Director of the Center for Career Services*

### Wednesday, Nov. 17

**Scholarly Lunch Series**

*Desmond Kwan, Department of Chemistry presents: "Synthesis of Pincer Complexes and Studies of Their Catalytic Application"*

*Nathan Hartman, Department of Management, Marketing and Logistics presents: "Motivation to Lead and Engagement as Predictors of an Undergraduate Student's Intention to Participate in Leadership Development"*

### Friday, Nov. 19

**New Faculty Seminar**  
**Jesuit Education: Introduction to Mission and Identity**

*Facilitated by Paul V. Murphy, Assistant to the President for Mission and Identity*

### Friday, Nov. 30

**A Celebration of Scholarship!**  
*Applications available at [www.jcu.edu/celebration](http://www.jcu.edu/celebration)*

Faculty Notes submissions for December 2010 issue due



# NOTES

—continued—

**Professor Colleran's** essay "Whose memory? Whose justice? Torture and trauma in Ariel Dorfman's 'Death and the Maiden,'" will be printed in *Performance Research International* (16.1, pp. 1-27).

**John McBratney** published "Reluctant cosmopolitanism in Dickens's *Great Expectations*" in *Victorian Literature and Culture* (2010, pp. 1-18).

**Stephanie Pentz**, an English and philosophy major, won one of six prizes awarded in the 2010 North American Conference on British Studies essay contest. Her essay, "Thinking things and visions incarnate: Blake on Cartesian dualism in the marriage of heaven and hell," written for Prof. McBratney, concerns the English romantic poet William Blake's critique, in one of his major poems, of Rene Descartes's philosophy.

**Tom Pace** presented a paper titled "Using the academic journal to teach audience in first-year composition" at the Conference on College Composition and Communication in Louisville, Ky, March 2010. Prof. Pace also was the co-director for a workshop titled "Style Pedagogy Renewed, Revised, Remixed: New Directions for the Twenty-first Century" at the same conference.

## ENTREPRENEURSHIP

**Jackie Schmidt and Jack Soper** facilitated a workshop titled "Creativity, Creative Problem Solving and Leadership" August 24-25, 2010 for John Carroll faculty members. **Gwen Kinebrew** (BL), **Malia McAndrew** (HS), **Joe Miller** (CO), **Keith Nagy** (CO), **Naveed Piracha** (PH), **Rosanna Miguel** (MML), **Tina Facca** (MML), **Mike Setter** (CH), **Linda Seiter** (MT), **Marc Lynn** (MML), **Catherine Miller** (CH), and **Martha Pereszlinyi-Pinter** (CML) participated in the workshop. On the second day, a series of presentations about creativity were made by Burton D. Morgan fellows **Pam Mason** (PO), **Jill Bernaciak** (MML), **Judy Brenneke** (EC/FN), **Duane Dukes** (SC),

and **Jackie Schmidt** (CO). The workshop concluded with a presentation by Jack Kahl, former owner and CEO of Manco, about leading a creative organization.

## GRASELLI LIBRARY

**Nevin Mayer** published "Cleveland School of the Arts must preserve the city's architectural heritage" on *Cleveland.com* May 15, 2010 ([http://blog.cleveland.com/letters/2010/05/cleveland\\_school\\_of\\_the\\_arts\\_m.html](http://blog.cleveland.com/letters/2010/05/cleveland_school_of_the_arts_m.html)). Mayer also revised "Shakespeare's Watch: A Guide to Time and Location in the Plays" by Buzz Podewell in *Reference and Users Services Quarterly* (49.3, 2010, p. 296).

## HISTORY

**Matthew Berg** revised "Die sowjetische Besatzung in Österreich 1945-1955 und ihre Mission," by Wolfgang Mueller in the *American History Yearbook* (2010, pp. 301-303).

**Anne Kugler** participated in a workshop titled "Institutionalizing Integrative Learning: Faculty Development, Course Development and Assessment" at Roanoke College in June.

## MANAGEMENT, MARKETING AND LOGISTICS

**Scott J. Allen** and Marcy Levy Shankman edited "Emotionally Intelligent Leadership for Students in Development Guide" (San Francisco, Wiley, 2010) and "Emotionally Intelligent Leadership for Students in Facilitation & Activity Guide" (San Francisco, Wiley, 2010). They published "Emotionally Intelligent Leadership for Students in Workbook" (San Francisco, Wiley, 2010).

Prof. Allen, **Tina M. Facca**, and Marcy Levy Shankman published "Emotionally Intelligent Leadership for Students in Inventory" (San Francisco, 2010).

**Paul R. Murphy, Jr.** and Donald F. Wood published "Chinese Translation (Traditional and Simplified) in Contemporary Logistics" (9th edition, Taiwan, 2010).

## MATHEMATICS AND COMPUTER SCIENCE

**Daniel W. Palmer, Marc Kirschenbaum, Anthony M. Lanese, Robert H. Bledsoe, and Ravi Vaidyanathan** published "Using Estimated Global Information to Increase Mission Effectiveness for Unmanned Air Vehicle (UVA) Swarms" in *Unmanned Air Vehicle Systems Twenty-fifth International Conference: Bristol, U.K., 2010*.

## PHILOSOPHY

**Jen McWeeny** published: "Origins of otherness: non-conceptual ethical encounters in Beauvoir and Levinas" in *Simone De. Beauvoir Studies* (26, 2009-2010, pp. 5-17) and "Liberating anger, embodying knowledge: a comparative study of Maria Lugones and Zen Master Hakuin" in *Hypatia: A Journal of Feminist Philosophy* (25.2, 2010, pp. 295-315).

In March, Prof. McWeeny was invited to give a workshop titled "Embodied Awareness and Political Solidarity" at Goucher College's 2010 Women in Philosophy Workshop. She brought four John Carroll University students - Deanna Bouchahine, Barbie Curatolo, Anastasia Mitchell, and Theresa Prabucki - with her to participate and collaborate with Goucher's undergraduate women philosophy majors.

During the summer, Jen accompanied Profs. **Roger Purdy** and **Keiko Nakano** and John Carroll students on the Japan Study Tour, where she researched Japanese Buddhist practices. She also presented a paper titled "Embodied Pedagogy" at the annual meeting of the Feminist Working Group Initiative in Baltimore (June 2010) and was invited to be a faculty text-seminar leader at the 2010 meeting of the Collegium Phaenomenologicum in Umbria, Italy (July 2010). The theme of this year's Collegium was "Transcontinental Philosophy: Interpreting across Borders and Idioms."

In September, Jen presented the paper "Streetwalker Knowing: A Study of Depth and Movement in Lugones and Merleau-Ponty" at the annual meeting of the International Merleau-Ponty Circle at the University of North Carolina,



Asheville and was an invited participant at the University of Alberta's "Rethinking the Nonhuman" workshop in Edmonton, Canada, where she delivered a paper titled "Sounding Depth with the North Atlantic Right Whale and Merleau-Ponty."

**Mariana Ortega** published "A philosophical hermeneutics visual art: on Garcia's images of thought, philosophical interpretations of Carlos Estevez's art," in the APA Newsletters, Newsletter on Hispanic/ Latino Issues in Philosophy (2010, pp. 16-18).

Prof. Ortega published "Anzaldúa, Gloria" on pages 53-54 in *Latino History and Culture* (Eds. David J. Leonard and Carmen R. Lugo-Lugo, Armonk, N.Y., M.E. Sharpe, Inc. 2010).

**Earl Spurgin** published "Moral judgments, fantasies and virtual worlds" in *International Journal of Applied Philosophy* (23.2, 2010, pp. 271-284).

## POLITICAL SCIENCE

**Jen Ziemke** co-organized the second annual International Conference on Crisis Mapping, ICCM, which took place Oct. 1-3 at Harvard and Tufts University in Boston. The conference follows a successful inaugural event at John Carroll last October. The purpose of ICCM is to bring together the most engaged practitioners, scholars, software developers and policymakers at the cutting edge of crisis mapping to address and assess the role of crisis mapping and humanitarian technology in the disaster response to Haiti and beyond. For more information, visit [www.crisismappers.net](http://www.crisismappers.net).

**Jen Ziemke** posted an article, "Haiti earthquake: breaking new ground in the information landscape" (Humanitarian Information Unit White Paper) on Crisis Mappers Net - The International Network of Crisis Mappers July 12, 2010.

## PSYCHOLOGY

**David Rainey** and V. Granito published "Normative rules for trash talk among college athletes: an exploratory study" in the *Journal of Sport Behavior* (33.3, 2010, pp. 276-294).

**Elizabeth Swenson** was a panelist on "Mentoring Students in Internet Research," at the American Psychological Association convention in San Diego Aug. 12, 2010.

## SOCIOLOGY AND CRIMINOLOGY

**Medora Barnes** was interviewed about her research by Women in Higher Education (WHE) in September. The feature story is based on her presentation titled "Unstalling the Gender Revolution to Improve Work-Family Balance." It be accessed online at <http://wihe.com/displayNews.jsp?id=28990>.

**Phyllis Brady Harris** published "Dementia and care: the contributions of a psychosocial perspective," in the *Sociology Compass* (2010, pp. 249-262).

Prof. Harris has been elected board chairperson of Senior Outreach Services, a health/social service nonprofit organization that provides services to inner city elderly in the Hough, Fairfax, Buckeye, Glenville, and East Cleveland communities.

Prof. Harris reviewed manuscripts for the "Qualitative Sociology," "Dementia," and "The Gerontologist," as well as paper and symposium abstracts for the annual scientific meetings of the Gerontological Society of America.

**Susan Long** published a review of "Nature's Embrace: Japan's Aging Urbanites and New Death Rites online" in the *Social Science Japan Journal* July 19, 2010. It's forthcoming in print (Vol. 13, No. 2).

Prof. Long reviewed a manuscript for the *Journal of Cross-Cultural Gerontology*.

## THEOLOGY AND RELIGIOUS STUDIES

**Joseph F. Kelly's** 14th book, "The Feast of Christmas," has just been published by Liturgical Press.

**Sheila E. McGinn** delivered a series of lectures about "New Testament Ethics" at Alpha Omega International College in Kuala Lumpur, Malaysia, from Oct. 11-22, 2010.

Prof. McGinn led a study tour to Turkey and Greece in June as part of her course entitled "Cradle of Christianity: The Earliest Churches through Story and Stone." In addition to students and alumni, Prof. McGinn was accompanied by **Gwen Compton-Engle** from the Department of Classical and Modern Languages and Cultures.

**Kathleen Peters** was one of 13 applicants of 140 awarded a grant for the NEH Summer Seminar about "Saints Augustine and Perpetua: Autobiography in its North African Context." The seminar was held in Tunis, Tunisia, and ran from July 1 to Aug. 6.

**Zeki Saritoprak** published "Fethullah Gulen's Theology of Peace Building," in *Islam and Peacebuilding: Gulen Movement Initiatives* (New York, Blue Dome Press, 2010).

**John R. Spencer** published a revision of "Ashkelon 1: Introduction and Overview" (1985-2006) by Lawrence E. Stager, J. David Schloen, and Daniel M. Master (eds.), *Catholic Biblical Quarterly*, (72, 2010, pp. 186-189).



## 2010-2011 NEW FULL-TIME FACULTY

**Dr. Kevin J. Boyd**  
Visiting assistant professor  
*Chemistry*  
B.S., Ph.D., University of Houston

**Dr. Emily Butler**  
Visiting assistant professor  
*English*  
A.B., University of Chicago  
M.A., Ph.D., University of Toronto

**Dr. James F. Cerullo**  
Assistant professor  
*Education and Allied Studies*  
B.S., Westfield State College  
M.S., Illinois State University  
Ph.D., University of Pittsburgh

**Dr. Kate Haffey**  
Visiting assistant professor  
*English*  
B.S., Ohio University  
M.A., Marquette University  
Ph.D., University of Wisconsin

**Lt. Col. Donald J. Hazelwood**  
Professor and chair  
*Military Science*  
B.S., United States Military Academy  
M.B.A., State University of New York at Oswego

**Dr. Angela C. Jones**  
Assistant professor  
*Psychology*  
B.A., M.A., Ph.D., Kent State University



Colleagues who attend the New Faculty Seminar are: (front row from left) Angie Jones, Psychology; Marilyn Valencia, Institutional Effectiveness and (back row from left) Wei Cai, Confucius Classroom/Dept of Classical and Modern Languages and Cultures; Fr. Bernie McAniff, Campus Ministry; Megan Thornton, Spanish/Dept of Classical and Modern Languages and Cultures; Scott Zimmerman, Mathematics and Computer Science; Jim Cerullo, Education and Allied Studies.

**Dr. Jonathan Lent**  
Visiting assistant professor  
*Education and Allied Studies*  
B.A., M.Ed., California University of Pennsylvania  
Ph.D., The University of Akron

**Dr. Ralph Saporito**  
Assistant professor  
*Biology*  
B.S., Universidad de Costa Rica  
Ph.D., Florida International University

**Dr. Megan L. Thornton**, assistant Professor  
*Classical & Modern Languages and Cultures*  
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